Emotion and Motivation

→ Theories of Emotions → (i) James Lange Theory — (15)
(ii) Cannon Bard Theory — (10)
(iii) Schachter-Singer Theory — (15)
(iv) Lazarus Theory — (10)

→ Emotions & their characteristics — (10)
→ Motivations " " — (10)

→ Theories of motivation — i) Need Hierarchy Theory (Maslow) — (10)
ii) Vector Valence Theory (Lewin) — (15)
iii) Psychoanalytical Theory — (10)
iv) Drive Theories — (15)

→ Neurophysiology of motivation & Emotion — (15)
→ Thirst Motivation — (10)
→ Hunger " — (10)
→ Intrinsic & Extrinsic Motivation — (20)
→ Stress — (20)

* Emotions

feelings → mental, individual differences
emotions → biological, universal

⇒ Emotions are personal experiences, there will be a situation, they will have cognitive involvement.

⇒ Emotions are personal experiences that arise from complex interplay among physiological, cognitive & situational variables. It can be defined as a subjective response which is accompanied by a physiological change that is interpreted in

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SHOUT
SHARE
IT

a particular way by an individual & often leads to a beh. change. Emotions can be defined as a valenced state that involves a person's interpretation of immediate situation & is accompanied by learned & unlearned physical responses.

*Characteristics of emotions

(i) They are transient in nature i.e. they appear, disappear & reappear.

(ii) They have a reciprocal relationship with cognition. (They way we think influences our emotions & vice versa)

(iii) Emotions involve cognitive appraisal. In other words one's interpretation of immediate situation will decide the emotions that are generated.

(iv) They vary both in degree & direction (+ve & -ve) i.e. are the valenced state

(v) Emotions are experiences & not specific behaviors.

(vi) Physiological changes accompany emotion generation.

(vii) Some emotions are present at the time of our birth & emotions are the basic aspect of human functioning.

(viii) Some emotions are reflexive & others are partly reflexive.

(ix) Emotions direct our attention to the appropriate part of the stimulus field.

* Significance of emotions for human beings

(i) The release of emotions brings relief. (equilibrium is attained)

(ii) Emotions ensure the survival of individual as well as species.

(iii) Emotions provide energy for action.

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* Components of emotions

There is situational evaluation which is followed by bodily changes → expression (verbal & non verbal)
↓
Motivated Action

* James Lange Theory

Emotions are the result of interpretation of bodily changes

Event → Physiological arousal & bodily changes → Interpretation of arousal & bodily changes → felt emotion

(Before I run on seeing a lion, therefore, I have fear)

(i) Perception of the stimulus present in the env.

(ii) Stimulus produces the bodily changes.

(iii) Feedback from the bodily changes leading to experiencing of emotions.

conclusion
⇒ People are capable of making inferences

(b) Inferences help us decide what emotions will be evoked

* Empirical Support

(i) Facial Feedback Hypothesis

(If you smile in stressful situation → brain temp. will not rise too much)
Sensations from face provide the cues or signals to the brain that act as feedback to determine emotional response. facial movements can create changes in the bloodflow to the brain and the changes to the temperature of the brain that occurs can cause pleasant feelings to be generated.

(ii) Hohman → studied 25 paralyzed patients who had suffered damage to spinal cord & this damage restricted their awareness to physiological arousal.

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→ Patients with least ability to experience arousal showed max. reduction in emotions.

If arousal is least → least interpretation & hence least amount of emotions.

(iii) given by Ax

→ There has to be differences in arousal types for diff. types of emotions.

→ Each emotion must be associated with specific bodily pattern or specific patterns of bodily changes (eg. bodily changes for fear & anger will be diff.)

→ This was demonstrated by Ax → compared physiological responses to fear & anger.

→ Fear was generated in the participants by telling them that they will receive unpleasant shock.

→ Anger was generated by making them receive unpleasant remarks by the technician.

→ Physiological responses to fear were similar to those produced by hormone → epinephrine

→ Anger → epinephrine + nor-epinephrine

* Criticism of James Lange's theory

(i) That Distinctive bodily state is associated with every emotion is only partially true.

(ii) 'We run & therefore we fear' → not accepted by many.
We experience emotion before the bodily changes have occured rather than afterwards

(iii) The theory says that emotional stimulus produces a series of bodily changes but it does not describe how these changes occur

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* Cannon-Bard Theory

* Cannon - Bard's criticism of James Lange Theory

(i) Artificial production of visceral changes does not produce emotions

(ii) There is no evidence for visceral patterning of emotions

(iii) Visceral organs have little sensitivity and any feedback from them can hardly be used to differentiate emotions.

(iv) If viscera are surgically separated from nervous system, emotional behavior still occurs even though no visceral responses can be made.

(v) Visceral system reacts very slowly to make emotions occur atleast one second after external stimulation but what we find is that emotions occur faster than this.

Acc. to Cannon-Bard, the neuro-physiological aspect of emotions is subcortical or more particularly from thalamus. In contrast to James Lange theory, they believed that bodily reactions & felt emotions are independent of each other in the sense that bodily reactions are not the basis of felt emotions. When we perceive emotion producing situation in the external world then the lower brain area such as thalamus are activated & they send the impulse in 2 directions → one to the interna bodily changes & to the external muscles to produce bodily expression of emotions.

Second to the cerebral cortex where the pattern of discharge to the lower brain area is perceived as felt emotions.

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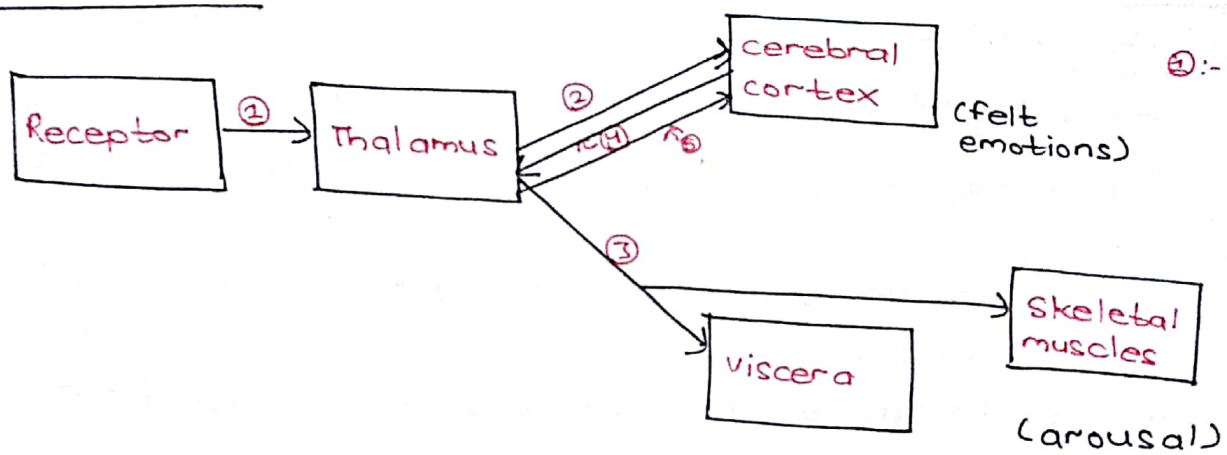
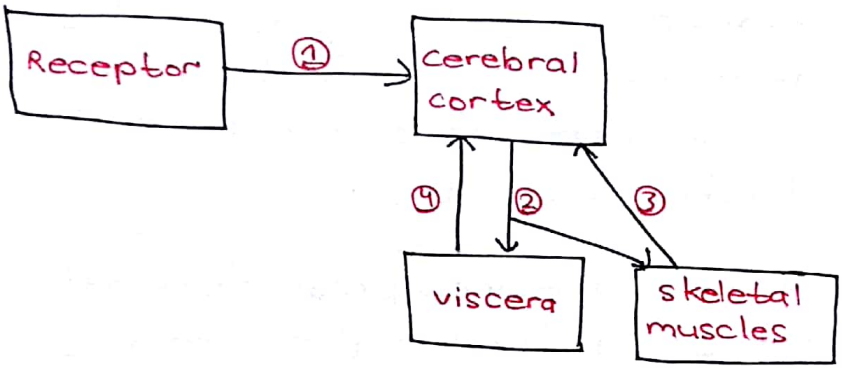


① :- Steps

James Lange



[felt emotions & arousal interconnected]

* Cannon Bard → Invalid Theory
* James Lange → valid but incomplete Theory

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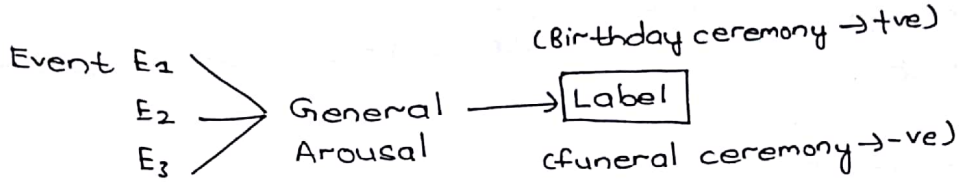
Cognitive Theories

* Two factor Theory

Schachter
&
Singer

(i) Cognitive Label
(ii) General Arousal



⇒ Emotions will be based on the label (interpretation)

- They were influenced by:

(i) Festinger → social comparision theory

To know the appropriateness of our response, we compare it with others.

(ii) James Lange → Emotion is the result of inference drawing

(iii) Cannon → homeostasis
(arousal is general)

(iv) Daryl Benn → self perception theory
→ we are an actor & an observer
→ if reason is available in the env. → env. reason
" " not " " " " → personal reason

⇒ Schachter & Singer → Experiment to prove their point (support for 2 factor Theory)

- use of Deception

Group I → Inform
II → Misinform
III → Uninform
} Epinephrine injection
IV → Placebo (Saline H_2O injection)

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Deception → A vitamin dose is being given to see its effect on their vision.

- Informed → The vitamin will create arousal
- Misinformed → incorrect info about the effects
- Uninformed → no info about the effects was given.

* Subjects were in diff. labs
* After the injection, one (confederate) person came who behaved in a jocular manner.

Arousal → Epinephrine Cognitive Label → confederate

Informed group → Labelled Arousal (attributed the emotion to the injection)

Uninformed " → Unlabelled
Misinformed " → Mislabelled
} Same arousal ⇒ reported the emotion

Placebo → no arousal (No effect)

* Concept of 'Branding' comes from label.

* Criticism

(i) Acc. to the theory, group IV should not report any emotion but they did → Explanation was given that they generated their own arousal.

(ii) Beyond a point further increasing the arousal only created -ve emotion → too much arousal creates pain

(iii) Acc. to theory, labels are applied after arousal but in reality, labels are already available. Society provides us labels to remain safe
eg. informing about dangerous objects beforehand.

(iv) Appraisal & individual diff. in appraisal are not talked in the theory → Based on the appraisal of the situation, diff. emotions will be generated.

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- Beyond a limit, the arousal will decrease otherwise the person will die.
- Very high arousal → emotional intensity will become weaker

Lazarus Theory

In contrast to Schacter-Singer theory which use emotion as an outcome of interaction bet. physiological arousal & cognition. Lazarus argued that appraisal precedes cognitive labeling, simultaneously stimulating the physiological arousal & the emotional experience itself. He distinguished bet. primary appraisal which seeks to est. significance & meaning of an event & secondary app. which assesses the ability to cope with the consequences of the event.

Empirical Evidence

Speisman

IV groups of American ~~people~~ boys were shown a documentary about circumcision of tribal boys which had ritualistic significance. (Boys were from same socio-cultural background)

→ saw the film with commentary track

I → Trauma Track

II → Intellectualization Track (explained from Anthropological perspective)

III → Silent Track (No commentary)

IV → Denial Track (said +ve things about the process)

⇒ Commentary backup → changed

I
III
II
IV

↓ decreasing -ve emotions

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Criticisms

Freud → Because we have emotion, we do appraisal & sometimes appraisal happens in the unconscious.

Zajonc → Mere exposure effect (No appraisal involved here)

→ Many times emotions are generated before appraisal.

Stress

→ It is a stimulus

→ Response

→ Transaction bet. stimulus & Response

→ Stress is an adjustive demand that exceeds our resources of coping

(i) There will be demand

(ii) It will require adjustment

(iii) Physical / mental / environmental demant

(iv) Individual perceives that the demand exceeds his/her resources of coping.

Faulkman & Lazarus

Stress is a particular relationship bet. the person & the env. that is appraised by the person as taxing or exceeding his or her resources & endangering his well being.

Lazarus & Faulkman

It is an internal condition which can be caused by physical demands on the body and/or environmental and social situations that are perceived or evaluated by the individual as potentially harmful & exceeding his resources for coping.

Job Stress

Newman defines job stress as a condition arising from interaction of people and their jobs & characterised by changes within the people that force them to

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deviate from normal functioning.

* Characteristics of stress

(i) It is inevitable

(ii) Prolonged stress leaves an indelible scar

Hans Selye's Exp on rats → adapted to cold conditions but became vulnerable to X-rays

→ coping & adapting resources are limited

(iii) Stress is not simply anxiety whereas anxiety has psychological & emotional sphere, stress has physiological basis as well.

(iv) Stress is not always bad or something to be avoided whereas distress needs to be avoided, eustress is something which is beneficial.

Latest position → Stress is always -ve
(Both eustress & distress affect the body -vely)

(v) Stress patterns are unique & changing. The same aversive stimulus can produce different impact at different times.

(vi) Stress is not simply nervous tension whereas nervous tension is explicit, stress can also be implicit.

(vii) Stressors do not operate singly but infact the combine together to produce the impact.

* Type of stressors

Stressor is the psychological, behavioral & environmental cause of stress. It is a stimulus, event or mental construction of an event that triggers internal tension.

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(i) Cataclysmic stressors

↳ It has impact on large no. of people, is sudden, produces large stress but the stress does not linger for long.

eg. earthquake, volcanic eruption

[Many people feel the same loss and hence pain is less]

(ii) Personal stressors

↳ They are inevitable eg. loss of spouse, retirement, marriage, etc.

(iii) Background stressors

↳ Everyday hassles of life eg. being struck in a traffic jam, noisy neighbours, etc.

↳ time pressure hassles, inner concern hassles eg. being lonely, financial hassles, environmental hassles, household hassles, etc.

↳ These are most dangerous

* Background of stress

Physiological approach → Hans Selye

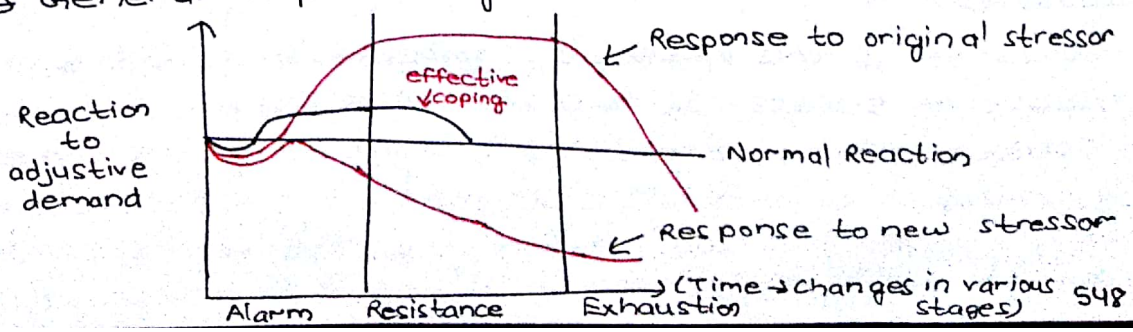
Psychological / Transactional approach → Lazarus

"Tissue damage is the common response to all noxious stimuli"
- Hans Selye

⇒ Outcome of any stressor → Tissue damage

⇒ All research of Hans Selye was on animals. He ignored individual diff. in response to a stressor.

GAS → General Adaptation Syndrome



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* Stress management technique → Effective coping
→ Initially resistance to stressor is lower

Beginning in 1930, Hans Selye researched & popularised the concept of stress making a strong case for its relationship to physical illness & bringing the imp. of stress to the attention of public. Though, he did not originate the concept of stress, he researched the impact of stress on psysiological responses and tried to connect these reactions to the dev. of illness. His contribution to stress included a concept of stress and a model of how body defends itself in stressful situations. He conceptualised stress as a non specific response repeatedly insisting that the stress is a general physical response caused by a no. of environmental stressors.

The body's generalised attempt to defend itself against noxious agents was called as GAS General Adaptation Syndrome. This syndrome was divided into 3 stages.

(i) Alarm

↳ Body's responses against the stressor are mobilised through the activation of sympathetic nervous system

(ii) Resistance

↳ In this organism adapts to the stressor. How long this stage will last depends on the severity of the stressor and adaptive capacity of the organism. One common disease which is the result of prolonged resistance → peptic ulcer & hypertension.

(iii) Exhaustion

↳ body's capacity of GAS to resist stress is finite & final stage, is exhaustion stage. In this stage

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the organism's ability to resist stress is depleted & the breakdown results.

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* Evaluation

Selye through his work highlighted the physical aspects of stress & his stimulus based view of stress prompted the researchers to look for various environmental conditions that lead people to experience stress. Selye's work inspired to construction of stress inventories & the techniques manage stress.

Selye ignored the role of emotions in stress. He downplayed the diff. bet. human & animal subjects and neglected the factors that are unique to human beings such as perception and interpretation of stressful situation

* Lazarus - Transactional Approach

In his view interpretation of stressful situation is more imp. than the event itself. It is neither the event itself nor the person's response that defines stress. In fact, it is the individual's perception of psychological situation that happens to be the most imp. factor & this includes potential harm, threats & challenges as well as the perceived ability to cope with them. Lazarus conducted his research on human subjects and along with Faulkman has taken a transactional ~~approach~~ position holding the view that stress refers to the relationship bet. the person & the env.

The key to transaction is the appraisal of the psychological situation which may be seen as threatening

Lazarus has mentioned about 3 types of appraisal

(i) Primary:- It is not necessarily the first in ~~time~~ importance but definitely first in time.
The stimuli encountered may be viewed as stressful,

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- irrelevant or benign +ve

Benign +ve appraisal implies that the event has good implications & stressful appraisal implies that the event can be harmful, threatening or challenging.

(ii) Secondary Appraisal

In this the person assesses his ability to cope with harm, threat or challenges. He enquires into the options available as well as the strategies available to cope against the stressor.

(iii) Reappraisal

It involves revisiting the stress producing stimuli. Reappraisal can turn previously stressful appraisal into benign +ve one or vice versa

* Types of stress
  - Pressure
  - Frustration
  - Conflict

- Pressure → individual feels compelled to achieve the set/ specific goal
  - → intensify the effort
  - → alternate mechanism to reach the goal
  - → To much pressure will lead to decompensation (breakdown of integrated functioning)

- Frustration → occurs when goal directed behavior is blocked
  - → making effort to remove barriers that stand between Individual & his goal
  - → if not able to surmount the barries, in that case disintegration.

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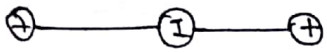
• Conflict → occurs when individual has to exercise a choice
→ one implies the loss of other options
→ Conflict can be → a) Approach - Approach
b) " - Avoidance
c) Multiple Approach-avoidance
d) Avoidance - Avoidance

Approach - approach

a) Two alternatives both of which have +ve value

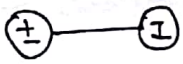


b) Avoidance - avoidance

• Two -ve alternatives to choose from

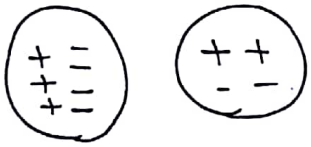
c) Approach - avoidance

One goal with both +ve & -ve



d) Multiple approach avoidance

Many goals with many +ves & -ves



* Reaction to stress

(i) Wholistic → body reacts to stress as an integrated unit.

(ii) Economical → whenever you encounter stress, first method would be to use those resources which are least expensive.

(iii) Automatic or Planned

Automatic :- immunity system or habits that have been perfected

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Planned → use a strategy to deal with stress (as per plan)

(iv) Task oriented or defence oriented

↓ Fight ↓ Escape

(v) Emotional component

↳ emotions are generated whenever stress is experienced eg. fear, anger, anxiety

* Factors influencing stress

(i) Nature of adjustive demand

a) Multiplicity, duration & importance of Adjustive Demand

→ Multiplicity → all stressors coming together

→ Duration → The longer the stress is, the dangerous it is

→ Importance → Some stressors have more effect than others

b) Strength & Equality of conflicting motives

eg. Self Esteem vs Social Approval

c) Unfamiliarity and suddenness of the situation or adjustive demand

d) Imminence of Anticipated stress

(ii) Individual Factors

a) Personality → Type A (more likely to succumb to stress)
→ Type B

b) Cognitive Evaluation

↳ how the stressful event is evaluated

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c) Personal Control

↳ Internal locus of control → will be more capable in handling stress (Rotter)

d) Self Efficacy

(Bandura)

e) Hardiness

(given by Kobasa etal)

3 characteristics:

i) Welcoming challenge

↳ They believe that change rather than stability is normal → change is an opportunity to grow & invent yourself further.

ii) Commitment

↳very involved in the activity they are doing

iii) Feeling of control

↳they believe that they control the things.

⇒ People with hardiness are better at stress management

(iii) Group factors → a) Group cohesiveness

- Any factor which will reduce group cohesiveness will cause stress – Elton Mayo
- Group Think – Irving Janis

b) Social support

↳ if available, less stress

↳ Social support should be realistic & not excessive

c) Intergroup conflict

↳it will always lower our resistance to stress

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(iv) **Cultural factors**

↳ collectivist cultures → Individuals will be better prepared to tolerate stress.

↳ what are the recreational facilities in the culture also decide the response to stress (Better facilities, better stress management in individuals of the culture)

↳ In every culture there are buffers against stress

↳ In collectivist cultures, social support will help in externalising failures and hence, less stress.

↳ Spiritual support

(v) **Organisational factors**

a) Working conditions

↳ crowded work area

↳ Polluted air

↳ eg: strong odours

↳ Noise, heat, cold & humidity

↳ poor lighting

↳ unsafe & dangerous conditions

↳ toxic chemicals & radiations

b) Organisational Process

↳ Tight control

↳ centralised decision making

↳ Punishing appraisal system

↳ Absence of upward communication

↳ Little performance related feedback

↳ Lack of participation in Decision Making

c) Organisational structure & Design

↳ role ambiguity & conflict

↳ excessive specialisation

↳ limited opportunity for promotion

↳ Restrictive & untrusting culture

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#Administrative policy & strategy

(i) Downsizing
(ii) Bureaucratic rules
(iii) Advanced technology
(iv) Rotating workshifts
(v) Competitive pressure

* Characteristics of efficient copers

(i) The never deal with a stressor in an impulsive fashion.
(ii) They are flexible in the use of their strategy to cope against the stressors.
(iii) When faced with the problem, they focus on solution
(iv) They make judicious use of task & defence oriented strategies.

* Coping

↳ Folkman & Lazarus → They have defined coping as the exercise of bringing about the changes in the cognitive & behavioral efforts to manage specific, external or internal demands that are appraised as taxing or exceeding the resources of the person.

How well an individual can cope against stress depends upon :

(i) Social skills
(ii) Problem solving skills
(iii) Availability of social support
(iv) " " material resources
(v) tve beliefs
(vi) Health & Energy

* Problem Focused Coping

↳ it involves direct confrontation with the stressor
↳ it will be used when the individual feels that she is capable of handling the challenges posed by the stressor.

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It involves:

(i) Attack

(ii) Strategic Retreat

(iii) Compromise

And it will involve → constant appraisal & reappraisal of the situation.

→ It is a task oriented strategy.

* Emotion focused coping

↳ aims at controlling the emotional response generated by the stressor or produced by the stressful situation.

↳ it makes individual feel good even though the stressor has not changed

↳ focus is not to change stress producing situation but to change our thoughts & emotions relating to it.

Techniques

(i) Resigned Acceptance

↳ accepting problem as it is when circumstances cannot be changed.

(ii) Cognitive Redefinition

↳ putting up a good face in a bad situation
eg. saying about the safety of lives in a car accident in which the car was damaged.

(iii) Somatically focused activities

eg. drugs, alcohol

(iv) Emotional Discharge

↳ talking, dreaming, crying, seeking support, laughing it off.
↳ inbuilt in humans (others are acquired)

(v) Intrapsychic processes

↳ Defence mechanism → dangerous in the long run as it leads to reality distortion

↳ They are a result of learning (acquired)

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* Stress Management Techniques

(i) Stress Inoculation Therapy
(ii) +ve self talk
(iii) +ve imagery
(iv) Response Shaping
(v) Token
(vi) SD (Systematic Desensitization)
(vii) Implosion Therapy
(viii) Sensitivity Training
(ix) Goal-setting "
(x) Meditation & Yoga
(xi) Progressive relaxation by Jacobson
(xii) Behavioral self control
(xiii) Esteem building & shame attacking Exercises

Motivation

*Latin word 'movere' → to move

→ energiser of behavior
→ combination of push & pull forces that lead to persistant goal directed beh.

→ Motivation is the result of interaction bet.
(i) motives of an individual
(ii) factors in the env. that operate on the individual

when we study motivation, we are concerned with:
(i) What energises beh.
(ii) What ~~ch~~ directs & channelises the beh.
(iii) How this beh. is maintained or sustained.

The mechanism of motivation begins with the need & ends with need satisfaction.

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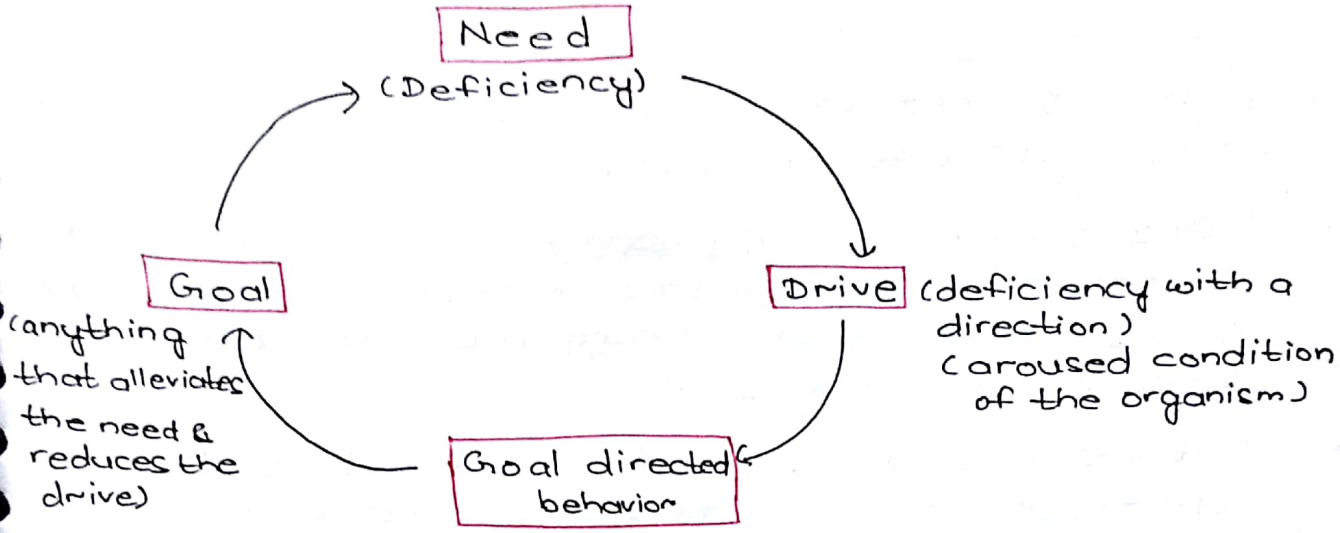
Need (Deficiency) ——→ Drive (aroused condition)



* Characteristics of motivation

(i) Motives cannot be directly observed & measured. They can be inferred only through beh.

(ii) A single motive can give rise to many behaviors (eg. motive for excellence)

(iii) A single beh. may express many motives. (eg. beh. of writing a book)

(iv) Cultural & personal variations may significantly moderate the mode of expression of certain motives.

(v) Motives are dynamic in nature. Any individual at any one point of time generally has a host of need & desires. In other words can be guided by many motives and these motives may also be in conflict with each other & may undergo a change overtime.

(vi) Disruption in the individual's organised action occurs when his goal directed beh. is blocked.

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(vii) There are ind. diff. in the motives present, even when 2 individuals posses the same motives, it may still vary in intensity.

(viii) Motivation is characterised by energy concentration. EC makes the organism restless & forces it into vigorous activity.

(ix) Drives & motives may vary in strength within as well as bet. individuals.

(x) There can be no motivation in the absence of a goal. The higher is the motivation, the greater is the commitment that the individual shows to accomplish the goal.

(xi) Motives help us to predict the beh. & it is through the beh. that we come to know about the motives.

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Types of Motives

(i) Biological or (Primary) ⟶
- a) Innate
- b) Unlearned
- c) Recurrent
- d) Easy to satisfy
- e) Essential for survival
- f) Physiological

(ii) Social or Secondary ⟶
- a) Long lasting
- b) Learned or Acquired
- c) Have no physiological basis
- d) Not essential for survival
- e) Difficult to meet

eg. Need for Achievement, Power, Affiliation

(iii) General Motives or Psychological Motives ⟶
- a) No physiological basic
- b) Unlearned
- c) Complex → Not much is known about them

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d) Intrinsic

e) Profound influence on behavior

eg. Curiosity motivation

* Theories of Motivation

• Vector Valence Theory or Field Theory

(Kurt Lewin)

Beh = f(Person)
(B) (P)

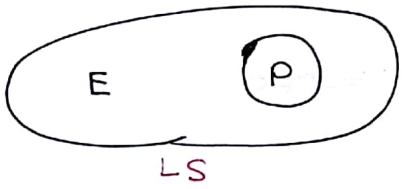
B = f(Env.)

B = f(P, E)

f( ) :- function of

B = f(Life Space)
(LS)

- Life space = Person + Env.



- LS → ~~phys~~ psychological reality rather than physical reality.
- field → perceiver's ~~field~~ view of reality (it includes imagery)

* Basic tenets

(i) Beh. is the function of the field that exists at the time, behavior occurs.

(ii) The analysis should begin with the situation as a whole from which are differentiated component parts.

(iii) A concrete person in a concrete situation can be represented mathematically.

Lewin emphasises on the importance of underlying forces. In other words, needs as the determiners of beh. He has a preference for psychological rather than physical ~~representation~~ description of field.

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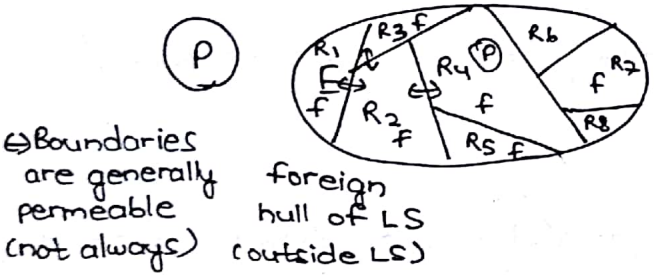
A field is a totality of coexisting facts which are conceive to be mutually interdependent.

A fact can be anything that can be sensed or inferred. Beh. is the function of person (P) & env. (E). P & E together constitute the life space (LS). An event is said to have occured when there is interaction of facts

* Content Theorist & Process Theorist

* Lewin is a process theorist

* Process →
  - (i) Energy
  - (ii) Tension
  - (iii) Need
  - (iv) Vector (force)
  - (v) Valence
  - (vi) Locomotion
  - (vii) Barriers



⇔Boundaries are generally permeable (not always)

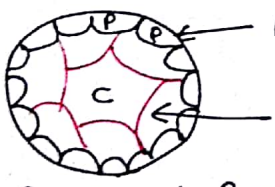
foreign hull of LS (outside LS)

→ Env. is heterogenous

→ Person will be in a region eg. classroom

→ Each region will have a fact

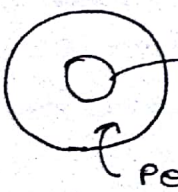
⇒ Locomotion → from one region to another happens



peripheral cells

central cells

Inner Personal Region



Person

Inner Personal (Thought) region

Perceptual motor (action)

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→ Foreign hull of LS → sudden, things beyond anticipation

⇒ facts of one region can affect another region (regions are permeable)

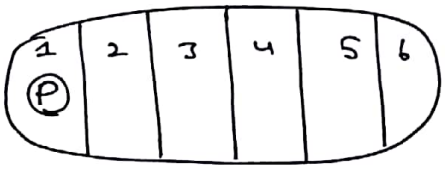
⇒ Two facts can become one eg. 'attitude' knowledge will help in both Psychology & Ethics.

⇒ When the work is done, region can go into foreign hull of LS eg. coaching being forgotten after passing the exam (Regions are limited)

* Lewin explained how regions affect people

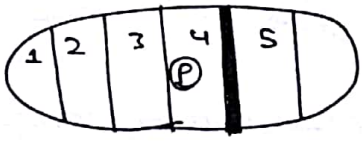
(i) Nearness - remoteness dimension
(ii) Fluidity - rigidity "
(iii) Firmness - weakness "

(i)



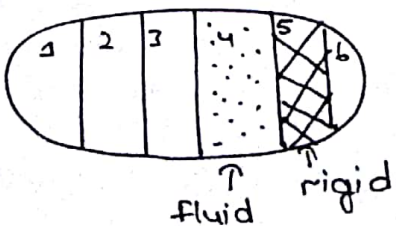
Region 1 :- max. influence
" 6 :- least "
on the person

(iii) Thick line → firmness [less influence]
Thin " → weakness



will not be
P influenced
by region 5 even when it is near.

(ii)



[people] in region
fluid → gullible (easily influenced)
rigid → cannot be easily influenced or convinced

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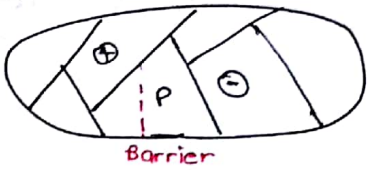
Energy → Complex Energy System (Human Beings) → Psychical Energy
↳ released when system attempts to reach equilibrium.

Disequilibrium is produced due to tension being in one region as compared to others (energy accumulation)

- This equalisation is called Process
- Reason of tension → arousal of the need
  ↳ source can be internal or external
- Need or want are equivalent to drive (acc. to Lewin)

* Env. → inviting & repelling region
  ↳ any region going away from it reduces need (-ve value)

inviting region → going towards or in it gives happiness (+ve value)



⇒ Vector → Responsible for locomotion of person
→ both magnitude, direction & point of application

(Tension does not have direction & hence vector)

* Barrier → prevent your movement into region of choice

(i) Appropriate locomotion → overcome barrier
(ii) Subsidiary locomotion (partial barrier) → go for a substitute method or need fulfillment
(iii) Imaginary " → it will bring down tension but not complete relied → leads to problem (freud)

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* Empirical Evidence

(i) Zeigarnik → Incomplete tasks are better remembered

(ii) Köhler's Chimpanzee

(iii) Dembo etal

↳ 5 yr olds

↓

I. Incomplete toys

⇒ Constructiveness demonstrated in playing beh.

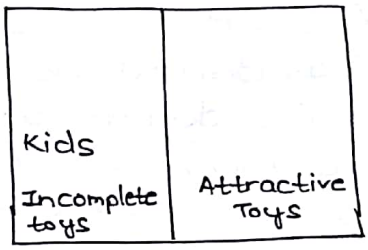
⇒ child will apply the missing part in imagination

↳ This will show their const. in PB

↳ Levels of happiness in children differed

II. Attractive Toys given

III.



→ Almost all of them showed destructiveness & did not use their imagination.

→ They wanted to break the wire screen

(Sunflower seed & Bran Mash exp. with rats)

⇒ Barrier did not allow for locomotion (all 3 of them)

↳ their constructiveness ended

Imaginary locomotion affected → They could see attractive toys.

* Critical Evaluation of Lewin

tves

(i) Lewin is the father of Dynamic Psychology. He could explain not just the process of motivation but also how it changes from situation to situation.

(ii) Huge heuristic impact esp. group dynamics

(iii) Empirically sound theory.

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-ves

(i) Ignored subconcious aspect of motivation

(ii) Not taken long term perspective in motivation

(iii) He ~~used~~ borrowed scientific concepts eg. vectors from mathematics. They confuse some people (jargons)

(iv) Nature, types, growth of motives not taken into cognisance

Drive Theory
(Push Theory)

Hull's drive theory is based upon the evolutionary problem of organismic survival & bodily needs he considered as the basis of motivation. Motivation occurs because of the deficiencies in the body of the substances that are necessary for survival or because of the presence in the body of the substances which are dangerous for the survival of the organism.

Thus, drives result from physical diseq. & all beh. are directed towards restoration of eq. Hull's theory is a mechanical theory because he has denied the role of mental processes in motivation. The idea of purposive beh. or the action to get something was accounted for entirely by bodily reactions with no mention of mental capacities & the processes such as anticipation & foresight. Thus, beh. is determined by rigid couplings of stimulus & response and reinf. in necessary to cement the SR Bond. Drives acc. to Hull are non specific energisers of beh.

Beh. = Habit × Drive

- Drive → Arousal
- Habit → Direction

(Present in individual) Deficiency → Need → Drive (S) → Beh. (R)

Drive Reduction ← Satisfaction (Reinf.)

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* Empirical Evidence

- Perin - William Experiment

I.
- They selected Rats for their exp.

Rats → 23 hours of food deprivation → 5 to 90 reinforced trials

eg.
Some rats → 90 reinf. out of 110 trials (Max. habit formation)
" " → 40 - 50 reinf. "
" " → only 5 reinf. " (Least " ")

⇒ Here arousal is same but habit formation will be different

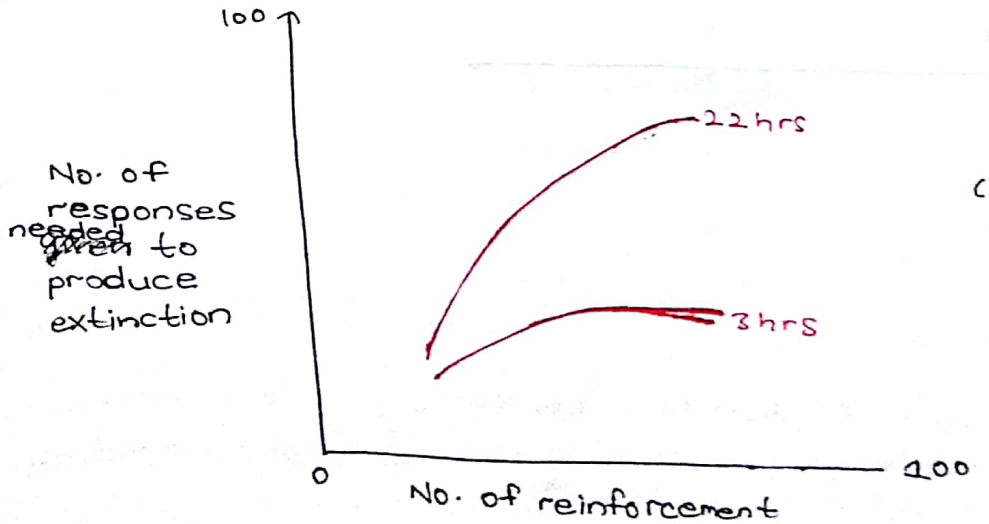
II. Divided these rats into 2 groups [Habit formed rats]

		reinf. during habit formation ↓	
(i) →	22 hrs of food deprivation [high arousal level]	[22 × 90]	[22 × 5]
(ii) →	3 hrs "	[3 × 90] ↓ reinf.	[3 × 5]

→ Max. resistance to extinction = 22 × 90 group

→ weakest beh. = 3 × 5

* Thumb rule :- Multiply → Max. product → Max. resistance to extinction
→ Min. " → Min " "



No. of responses needed to produce extinction

(Diverging curve shows multiplicative nature of beh.)

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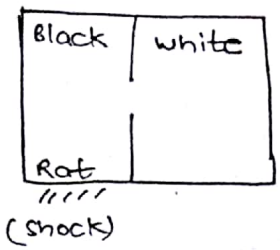
* Criticism

(i) Escape learning



Hull said that Black → CS

Then, CS replaces US and gives UR

↓

As per Hull, response of rat when kept in Black chamber should be same as when shock is given.

→ But it is different

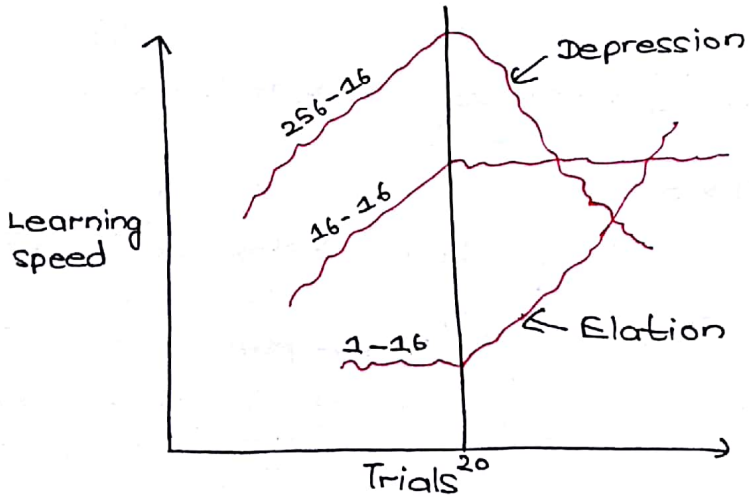
→ Jumping from black chamber (without shock) → No urination & defecation (present when shock is given)

∴ Expectation was into play.

(ii) Reward Expectancy → Bran Mash & Sunflower seeds

(iii) Latent Learning

(iv) Crespi → Contrast effect



a — b
↗ ↑
reinf. for 19 trials — from 20th trial

(Hull's theory could explain beh. guided by ~~towards~~ primary motives but he had problem in explaining beh. guided by ~~towards~~ secondary motives)

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8-Mar-2019

Hull & Freud

Similarities

(i) Both considered human beings as energy systems & accepted tension reduction as basic goal.

(ii) Both accepted the concept of hedonism as they believed that satisfaction of needs results in happiness & gives pleasure.

(iii) Both are determinists as they assume that the actions that human beings demonstrate are beyond the control of their will.

(iv) Acc to both of them, beh. is determined by psychological energy & structures. Psychological energy acc. to Freud is 'Id' & for Hull it is 'drive'.

Psychological structures: Freud → Ego Organisation
Hull → Habits

Differences

(i) Freud collected his data from abnormal patients to build his theory of motivation. Hull collected data from study of animals.

(ii) Hull considered human beings as machines & denied that mental processes were the determinants of action but freud did accept the presence of unconscious as well as conscious mind & insisted that it is the uncon. mind that produces action.

(iii) Hull used carefully controlled lab studies and experimental methods to dev. his theory of motivation whereas Freud used case study method to develop his theory of motivation.

Intrinsic & Extrinsic Motivation

SDT → Self Determination Theory

(Deci & Ryan)

↳ 2 sub theories

(i) Cognitive Evaluation Theory → Intrinsic Motivation
(ii) Organismic Integration " → Extrinsic "

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- When an activity is undertaken for reward → Extrinsic
- " " " " " due to interest in it & without any separable outcome

Action → Instrumental → means to an end (Extrinsic)
Action → Intrinsic → end in itself (intrinsic)

Instrumental (Extrinsic) → activity tied to separable outcome
Instrumental (Extrinsic) → reward

Intrinsic → No separable outcome (for the joy of doing it)

In school context

Behaviorist → Extrinsic Motivation

Humanist → Intrinsic "

(Functional autonomy of Alport)
eg. First playing guitar to prevent the beating from father but later on playing guitar just for the interest in playing it.

- Intrinsic → not subject to satiation (more lasting than extrinsic motivation)

More will my self determine something, more will be the march from extrinsic to intrinsic.

- If extrinsic motivation is provided along with intrinsic motivation, extrinsic motivation will overpower intrinsic motivation (overjustification)

To make Extrinsic to intrinsic →
(i) Autonomy
(ii) Competence
(iii) Relatedness

(This theory is universal & can be used in parenting, Sports psychology etc.

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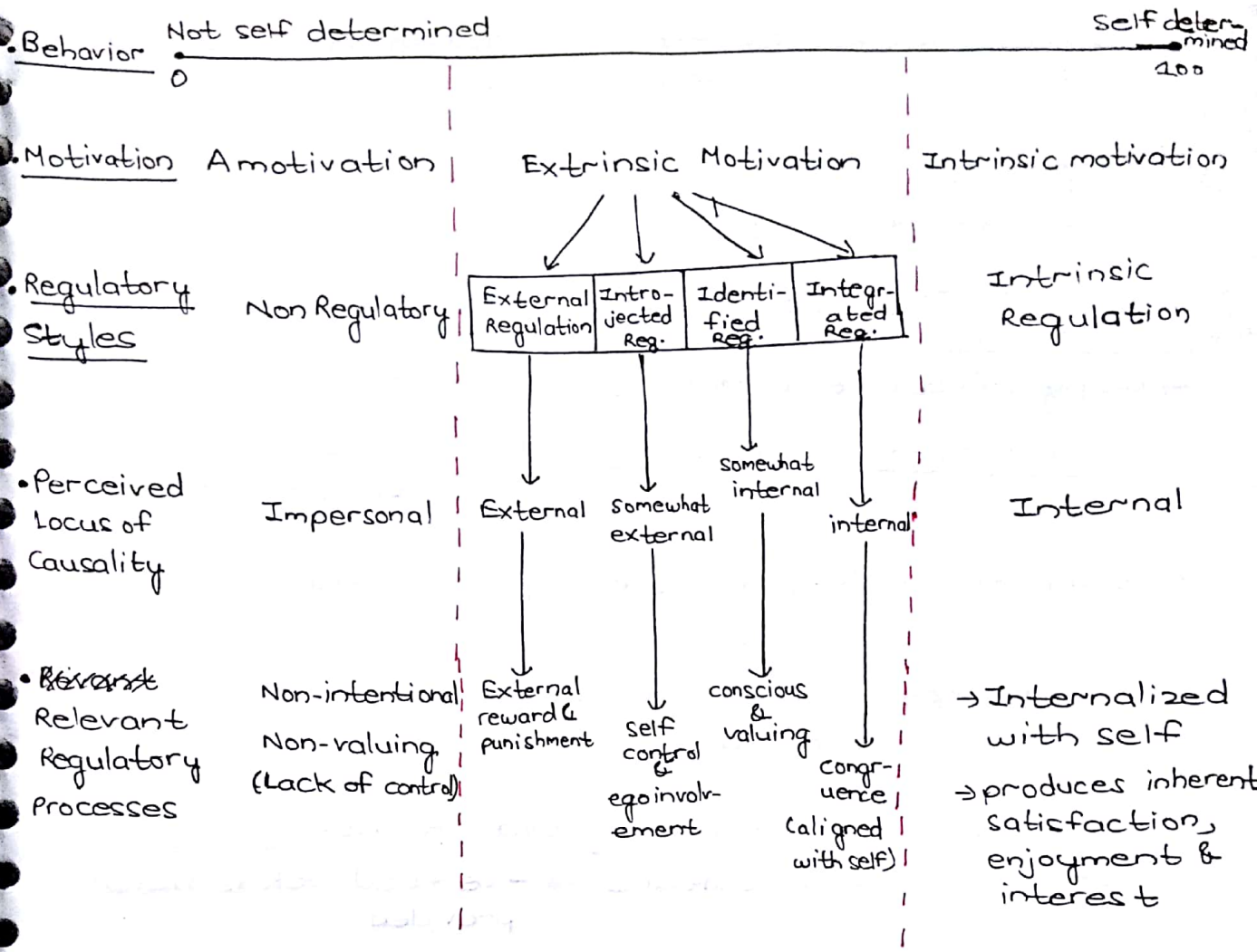

- Amotivation → indifference (learned helplessness)
  → repeated failures will push us towards amotivation

eg.

- External → for money
- Introjected → will go for training to avoid guilt
- Identified → Player does not like warmup exercises but loves to play football & hence does it.
- Integrated → Nobody is regulating, still the person is committed towards the activity.
  → still separable outcome (Diff. bet integrated & Intrinsic)

* Internal → For the sheer joy of the activity.
  → No separable outcome

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From external reg. ⟶ Integrated Regulation

⟶ Increasing degree of involvement / integration.

To transform extrinsic to intrinsic

(i) Competence

↳ being effective in dealing with env.

How can competence be promoted → (a) by presenting children with optimal challenges

As competence level increases, person starts liking the activity.

b) Effectance producing feedback
" promoting "

c) Freedom from demeaning evaluations.
(In authoritarian culture → -ve feedback is provided

(ii) Relatedness

↳ contact comfort (Harlow)

↳ Attachment

↳ produced by secure attachment

↳ Trust vs Mistrust (Erikson)

Secure attachment ⟶	intrinsic Motivation
Insecure / Mistrust Attachment ⟶	Extrinsic "

In a relationship

- Secure attachment → High efficacy & self-esteem

(iii) Autonomy

↳ universal urge to be the causal agents in our life

↳ to act in harmony with one's integrated self

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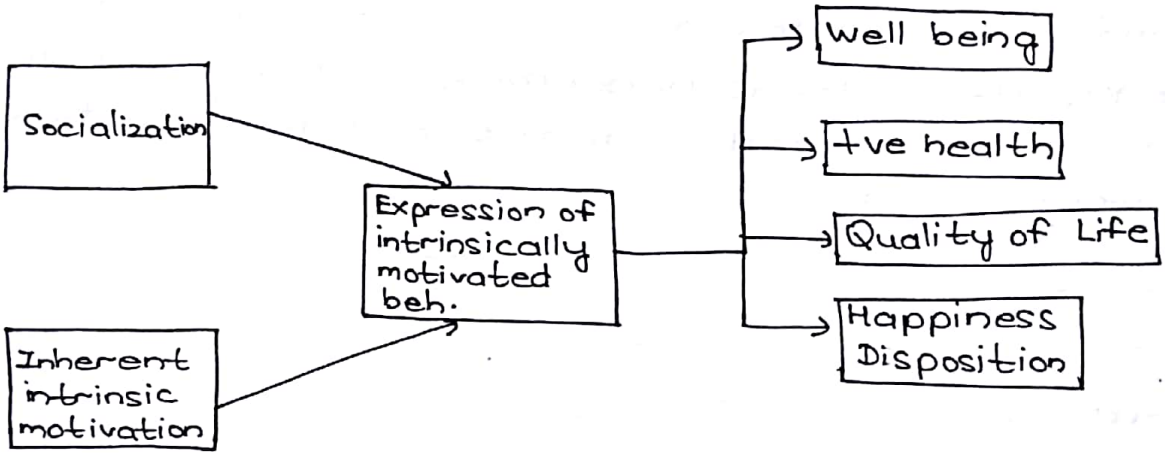
If I am given the freedom to be myself → Trust in myself

⇒(Independence Training → Margaret Mead)

In Indian scenario → Indulgence & Suppression together by parents

• Individuals mental health & happiness is based on the fulfillment of three factors.

⇒ Intrinsic motivation is required for well being of the individual.



* Intrinsic motivation

↳ When someone engages in an activity for itself & for the pleasure & satisfaction derived from participation, it is called as intrinsic motivation. It is based on people's inherent tendency to be proactive to interact with the world to have an effect & to feel the sense of accomplishment. When people are at their healthiest, they are curious, eager to take on challenges, engaged in interesting tasks & ready to learn — All of these are the manifestation of intrinsic motivation. It is critical for optimal dev. across lifespan. Despite the fact that human beings are endowed with intrinsic motivation tendencies, the evidence is now clear that the maintenance & enhancement of this inherent propensity requires supportive conditions

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* Types of Intrinsic Motivation

(Vallerand Etal)

(i) Intrinsic Motivation to know i.e. engaging in an activity for the pleasure of learning.

(ii) IM towards accomplishment i.e. engaging in an activity for the pleasure of trying to surpass oneself.

(iii) IM to experience stimulation i.e. engaging in an activity for sensory & aesthetic pleasure.

Cognitive Evaluation Theory

It is framed in the terms of social & environmental factors that facilitate vs undermine intrinsic motivation. Deci & Ryan demonstrated that the 3 crucial factors that influence IM are

(i) Autonomy

(ii) Competence

(iii) Relatedness

* Extrinsic Motivation

Performance of an activity to obtain some separable outcome. People driven by EM engage in an activity not out of the pleasure but in fact by the desire to derive some kind of reward that is external to activity itself.

Deci & Ryan introduced within their SDT a subtheory called as organismic integration Th. to detail different forms of EM & contextual factors that promote or hinder internalisation & integration of these beh. They have proposed the existence of a no. of types of EM that vary in the terms of their inherent levels of self determination. Extrinsically motivated beh. that are least autonomous are referred as externally regulated where as those with greatest autonomy are known as integrated regulation. Acc. to Deci & Ryan, the factors that influence the deg. of increasing

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autonomy are 3 basic needs — CAR. The more satisfactorily these needs are fulfilled greater is the chance that individual will move from external to internal regulation.

Achievement Motivation

- McClelland
- Marray → recognised need for achievement as a psychogenic need for the first time.

  "It is the desire or the tendency to do things rapidly and/or as well as possible to accomplish something difficult & to overcome obstacles & to attain high standards, to rival & surpass others."

- Protestant Ethics → Earn money first & then distribute it to people.
  → give employment to others
  → abhorrence for money is wrong (Catholic concept)

- Later on building upon Max ~~Weber~~ Weber's thesis in 'Protestant Ethics & spirit of capitalism', McClelland introduced the social psychological link bet. protestantism & capitalism. He contended that independence training & mastery training during early childhood led to the emergence of achievement oriented personality which produces entrepreneurial character & economic growth. Acc. to McClelland, achievement motive is a social motive that is learned but differentiates early in childhood & can be defined as:

(i) Tendency to strive for success against high standards of excellence.

(ii) Tendency to set high & realistic goals & strive dilligently for their accomplishment.

(iii) Achievement beh. is the result of interaction bet. person & situation variables & 2 motives

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directly involved in the prediction of Ach. beh. are:

(i) Implicit

(ii) Explicit

Implicit motives are spontaneous impulses to act & are also known as Task performances & are aroused through incentives inherent to the task.

Explicit motives are expressed through deliberate choice and are more often stimulated by extrinsic reasons.

(Hence Achievement motivation can be extrinsic as well as intrinsic)

Concept of Achievement Motivation

$RAM = T_s + T_f$ (Resultant Achievement Motivation)

T_s :- Tendency to approach / achieve success

T_f :- Tendency to avoid failure

$T_s \longrightarrow M_s$:- Motive to achieve success

P_s :- Probability of success

I_s :- Incentive value of sucess

$$T_s = M_s \times P_s \times I_s$$

$M_s \rightarrow$ relatively stable characteristic of an individual

P_s & $I_s \rightarrow$ situation specific

$\rightarrow$ based on past experiences with specific situation

$I_s = 1 - P_s$ (Assumption)

When prob. of success is high, incentive value is less

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If $T_s > T_f$ → risk taking people

$T_f > T_s$ → defensive people

eg. To increase FDI ⇒ increase P_s & I_s

eg. $8 \times 0.10 \times 0.90$

$8 \times 0.90 \times 0.10$

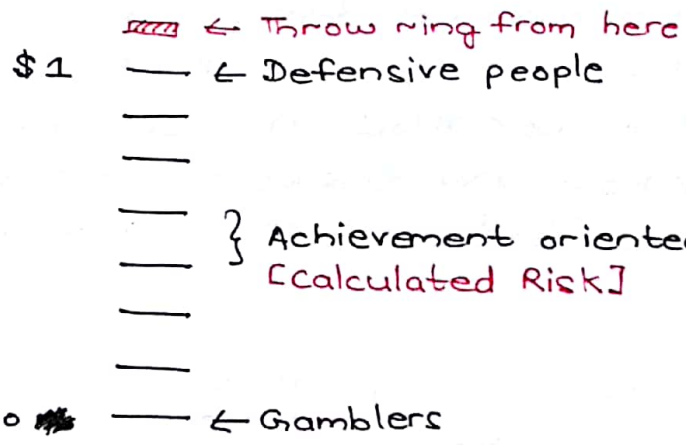
$8 \times 0.50 \times 0.50$ ⇒ Max. product [Both P_s & I_s are ~~high~~ moderate]

If very high I_s and low P_s ⇒ Gambling

" " " P_s " " I_s ⇒ Defensive

⇒ Entrepreneurs would like to work towards a thing in which they have control, the would go for a task like (8 x 0.50 x 0.50)

⇒ In such tasks there is less factor of luck and repetition of ~~ka~~ success is possible.



⇒ Subjective & Objective probabilities should match → Calculated Risk

(This is linked with emotional Intelligence)

$$T_f = M_{Af} \times P_F \times I_F$$

$$I_f = -P_S$$

M_{Af} :- Motive to avoid failure

P_F :- Probality of failure

I_f :- Incentive of failure

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If Probability of success is high → Incentive of failure is low and vice versa

Thus, a situation which is either too easy or very difficult (as failure can be justified) → This will be chosen if driven by T-f

Failure in a very easy task will hit self esteem & hence, a very difficult task will be chosen.

Weiner has argued that the reasons subject with high nAch choose moderately difficult tasks as such tasks are more diagnostic of how well they are doing. If the task is easy, they will not know whether the success was due to their effort because everyone can perform the task and if the task is difficult, they will not be able to tell what their effort produced because they will fail. Thus, they seek moderately difficult task to get info. of their efforts on their performance. They prefer these tasks not because they get more pleasure working with them but because they can find out better from performing these tasks that whether they can attribute their success to their own effort.

* Characteristics of people with high nAch

(i) Moderate goal setting → calculated risk taking

↓

Calculate Expected value of the outcome
(choose the one with highest value)

(ii) Realistic probability of success

↳ you need to have self awareness

eg. 4 tasks with moderate realistic prob. of success, and then choose one with high Exp. value of outcome.

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(iii) Persistance

↳ Those options which will allow them the opportunity to get ahead of others.

(iv) Work in situations with some degree of control

(v) They are open in interaction

(vi) More concerned with achieving success rather than avoiding failure

(vii) They will always seek feedback

(viii) They are Innovative people

* Development of Achievement Motivation

↳ school, home env.

↳ religion, peer group

- Family
  - → democratic CRP
  - → Freedom to explore & experiment
  - → Parents serve as ideal role models
  - → " never fail to reward Ach. oriented beh.
  - → set realistic expectations from their children
  - → parents will give constructive feedback

* Motivating people for Achievement

David McClelland experiment in diff. countries

In India → Kakinada in Andhra Pradesh (coastal town)

→ 52 businessman were taken from Kakinada & taken to SIET (Small Industries Extension & Training Inst.), Hyderabad

Then, Rajamundry (control city) [River port]

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McClelland wanted to develop in people Ms, Ps & Is.

⇒ Businessman from Kakinada performed much better than those from Rajamundry (not trained)

⇒ McClelland said that most imp. is Human Resource & if we can teach them to develop nAch → even if resources are less, you will develop the art of utilising them judiciously.

⇒ If people are trained in nAch, the economy will develop.

To develop Ms:

- Kurt Lewin → Unfreezing / Moving / Refreezing

Unfreezing ⇒ changing existing attitudes
Moving & Refreezing

For unfreezing → create identity crisis

Moving → exposure to the desired values; new identity developed

Refreezing → once the values have been acquired, they must be reinforced; new identity consolidated

(Entrepreneurship through the lens of Erikson)

(i) To make the subjects learn achievement associative network.

(ii) ~~Practicism~~ Practicing such tasks as moderate goal setting & getting turned on by performance.

(iii) To follow the beh. of active entrepreneurial model.

(i) TAT → Thematic Apperception Test

They made them see a movie & write a story
↳ divided into +ve & -ve ones

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Made subjects with -ve stories to read the most tve ones.

⇒ Subjects themselves scored stories → -ve attitudes were changed into tve ones overtime.

⇓

This led to overall change in beh. patterns

(ii) McClelland made them to play a business game eg. Monopoly

↳ He made people to realise why they lost & others won → moderate goal setting was internalised (tve imagery)

(iii) They made a very successful entrepreneur to address the trainees → Trainees realised that the successful entrepreneur did the things in the same way as they are doing in the present.

* How to increase Ps

(i) Prestige suggestion so that the subjects accept the suggestion of the trainer without any critical evaluation.

(McClelland told them that he is from Harvard University)

(ii) to (iv)

(v) Gaining confidence from the experiences in course exercises & gaining confidence from self knowledge.

eg: ⇒ concrete goals (not diffused)

⇒ accurate & not approximate info about the business

If failure was there, the trainer would motivate.

* [illegible]

→ (ii) Commitment to concrete goals & plants

(iii) Keeping track of progress towards the goal & using feedback to increase self confidence

(iv) Receiving warmth & respect from the trainers during confusion & failure.

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*How to increase Is

(i) The realisation that the chosen occupation requires it.

(ii) Realisation that the chosen occupation fits with the life goal.

eg. taking care of factory is taking care of many families (if life goal was to take care of the family)

(iii) Clarification of how these values related to work fit with other values.

(iv) Retreat settings to dramatise the importance of life change.

↳ Took the businessman to Hyderabad

(v) New reference group of trainees to give reminders & reinforcement after training.

↳ The new group will be helped by the previous group.

(The group thought that they are unique → in group beh. developed)
↳ as they were chosen businessmen

(a) McClelland & Winter carried out a follow up study in which they devised a coding system where '-1' represented that business has gone down & the person has incurred significant losses. '0' represented stagnation & '+1' represented that businessmen have taken specific steps to improve their business & '+2' implied that they have started new profit generating units. McClelland found that the avg. business activity score in 2 yrs after training was 1.39 for the trained businessmen of Kakinada & 0.57 for the control group of Rajamundry. This implied that training had +ve impact on the growth of business.

b) McClelland also found that the trained businessmen of Kakinada hired twice the no. of people for the growth (promotion) of their business as in comparision to the businessmen in the control city of Rajamundry.

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*Relevance of nAch studies in Indian Context

McClelland collected data on nAch in diff. parts of the world & stated that those with nAch are characterised by initiave & risk taking, individual responsibility, belief in protestant work ethics & willingness to delay grat. Further, he showed that there is a direct link bet economic growth of a country & level of nAch.

Collins etal concluded that nAch is an effective tool for differentiating bet firm founders & general population. Further, they concluded that nAch was a construct that differentiated bet. successful & unsuccessful firm founders & nAch plays a useful role in explaining business activities.

10-Mar-2019

* Critical Analysis of McClelland

nAch studies shared an implicit assumption that achievement motivation manifested across cultures & within subcultures in the form of competitive effort & individualistic striving. Consequently, they labelled diff. cultural groups or individuals along the same continuum or same scale of achievement motivation. McClelland & his colleagues had overlooked the imp. of the fact that culture provides the basis for learning & manifestation of ach. motivation & will therefore arise in diff. forms stimulated by diff. situational cues & may be channelled towards accomplishing diff. types of goals. In context of social dev., Pareek argued that nAch is not sufficient to promote it. 2 other motives namely → Dependence Motivation & Extension Motivation should also be taken into account.

$$D = (AM \times EM) - DM$$

AM:- Ach. Motivation
EM:- Extension "
DM :- Dependence "

D:- Development

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In India, EM is less as people are insecure
DM " high as Child Rearing Practices promote it.

(McClelland did experiments in 6 countries including India)
↳ creating new jobs through Ach. motivation can be done at a very low cost as compared to govt. endeavours.

Mukherjee is of the opinion that achievement motivation of an individual does not in itself determine the area of excellence, rather area of excellence depends upon certain cultural values. Therefore, before Ach. motivation can be expressed in culturally defined success beh. there needs to be the support of individual values which in turn are shaped by the individual's culture.

Neurophysiology of Motivation & Emotion

Brain Structure ⟶ (i) Cerebral Cortex
(ii) Limbic System → Hippocampus
Amygdala
(iii) Sympathetic Nervous System
(iv) RAS → Reticular Activating System.
↳ a) Locus Coeruleus
b) Raphae Nuclei
(v) Right & Left Hemisphere

Hormone ⟶ Epinephrine

Neurotransmitters ⟶ Norepinephrine (Hormone also)
→ Dopamaine
→ Serotonin
→ GABA
(Gamma Amino Butyric Acid)

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- Phineas P Gage
- RAS is part of brain stem region

⇒ Physiological changes accompany emotion.

⇒ Physiological changes → sign of sympathetic nervous system (it will control organs & glands)

- Neurons of SNS will act through the release of norepinephrine neurotransmitter & SNS will cause adrenal gland to release epinephrine

Epi. + Norepi. → Emotional Arousal

Debate → Arousal is general or specific.
(James Lange) (Ax)

Incoming Info → Peripheral NS → Brain Stem (RAS) → Thalamus (Limbic system) → Cerebral Cortex (gives meaning)

RAS → Acts like a filter
(sleep & wakefulness)

In filtering raphae nuclei & Locus Coeruleus
(role in sleep)

* Limbic system → old brain
* Cerebral Cortex → New "

- Papez → role of limbic system in emotion.

* Gage → railroad worker → damage to cerebral cortex
↓
He became volatile.
↓
role of cerebral cortex in emotion.

⇒ -ve emotions → Left hemisphere

⇒ +ve " → Right "

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